DOCUMENT RESUME

ED 096 458 CE 002 069

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TITLE Personal Applications of Typewriting Skills; Business Education: 7703.21.
INSTITUTION Dade County Public Schools, Miami, Fla.
PUB DATE 72
NOTE 30p.; An Authorized Course of Instruction for the Quinmester Program

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS Audiovisual Aids; Behavioral Objectives; *Business Education; *Business Skills; Course Content; *Curriculum Guides; Learning Activities; Letters (Correspondence); Resource Materials; Secondary Grades; *Typewriting
IDENTIFIERS *Quinmester Program

ABSTRACT

This course is for the student who plans a limited use of his typewriting skills. Personal applications combine various aspects of typing, emphasizing skills necessary for college study or personal correspondence. The course deals with memorandums, postal cards, announcements, manuscripts, reports, personal business letters, envelopes, two letter styles, two punctuation styles, outlines, carbon copies, erasing techniques, proofreading symbols, rough draft typing, and composing at the typewriter. A prerequisite for enrollment in the course is E-Z Way to Type (7704.11). The 13 objectives of the course are stated, as well as the course outline, detailed learning activities and procedures, evaluative instruments (objective tests, daily typing assignments, budget assignments, warm-up drills, final test, and testing intervals), and numerous resource materials for teachers and students. An appendix of suggested test items is included. (Author/BP)

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# AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

PERSONAL APPLICATIONS OF TYPEWRITING SKILLS

Business Education—7703.21 (New: 7764.21)

CE 002 067

DIVISION OF INSTRUCTION • 1971

ED 096458

# PERSONAL APPLICATIONS OF TYPEWRITING SKILLS

7703.21 (New: 7764.21)

Business Education

Written by Cynthia G. Smith
And Approved by the Business Education Steering Committee
For Quinmester Courses

for the

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, FL 33132
1972

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Published by the Dade County School Board

TABLE OF CONTENTS


I. COURSE TITLE . . . . . 1

II. COURSE NUMBER . . . . . 1

III. COURSE DESCRIPTION . . . . . 1
- Synopsis . . . . . 1
- Textbook . . . . . 1
- Occupational Relationships . . . . . 1
- Rationale . . . . . 1

IV. COURSE ENROLLMENT GUIDELINES . . . . . 1
- Prior Experiences Needed . . . . . 1
- Pretest . . . . . 1

V. COURSE OF STUDY PERFORMANCE OBJECTIVES . . . . . 1

VI. COURSE CONTENT . . . . . 2
- Equipment and Supplies . . . . . 2
- Pre-Typing Activities . . . . . 3
- Postal Cards and Post Cards . . . . . 3
- Manuscripts . . . . . 3
- Reports, Memorandums, and Announcements . . . . . 3
- Personal Business Letters . . . . . 4
- Envelopes . . . . . 4
- Outlines . . . . . 4
- Error Corrections . . . . . 4
- Carbon Copies . . . . . 5
- Rough Drafts . . . . . 5
- Composition at the Typewriter . . . . . 5
- Timed Writings . . . . . 5
- Maintenance of the Typewriter . . . . . 5

VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES . 5
- Warm-Up Drills . . . . . 5
- Speed Drills . . . . . 6
- Problems . . . . . 6
- Error Correction . . . . . 8
- Composition at the Typewriter . . . . . 8
- Special Activities . . . . . 9

VIII. EVALUATIVE INSTRUMENTS . . . . . 10
- Tests . . . . . 10
- Testing Intervals . . . . . 11

IX. RESOURCES FOR STUDENTS . . . . . 12

X. RESOURCES FOR TEACHERS . . . . . 16

APPENDIX . . . . . 22
- Touch Typing Suggested Check Sheet . . . . . 23
- Suggested Test Items . . . . . 24

I. COURSE TITLE—PERSONAL APPLICATIONS OF TYPEWRITING SKILLS

II. COURSE NUMBER—7703.21 (New: 7764.21)

III. COURSE DESCRIPTION

A. Synopsis

For students interested in using typewriting for personal use. Includes memorandums, postal cards, announcements, manuscripts, reports, personal business letters, envelopes, two letter styles, two punctuation styles, outlines, carbon copies, erasing techniques, proofreading symbols, rough draft typewriting, and composing at the typewriter.

B. Textbook

One or more of the state adopted textbooks for personal typewriting or one of the school's choosing.

C. Occupational Relationships

Manuscript or report typist
Straight-copy typist

D. Rationale

This course is for the student who plans a limited use of his typewriting skills. Business Applications of Typewriting Skills provides in-depth training in selected skills; whereas, Personal Applications combines various aspects of typing and is broader in scope, emphasizing skills necessary for college study or personal correspondence. It provides a culmination to the student's typing training unless he decides that he wants vocational skills, in which case he will enroll also in Business Applications. The skills learned in this course may be useful in earning an income while in college.

IV. COURSE ENROLLMENT GUIDELINES

A. Prior Experiences Needed

Students should have attained the objectives of E-Z Way to Type (7704.11) prior to enrollment in this course.

B. Pretest

A pretest may be used as a diagnostic devise to determine individual placement within this course. It should be designed to measure the attainment of the objectives of this course and E-Z Way to Type.

V. COURSE OF STUDY PERFORMANCE OBJECTIVES

Upon completion of this course, the student will be able to—

1. type a personal or civic organization memorandum on unprinted paper;

2. place information and addresses in correct form on post cards;

V. COURSE OF STUDY PERFORMANCE OBJECTIVES, Continued

3. prepare an announcement in proper form by centering horizontally and vertically;

4. type a formal manuscript with at least four sideheadings and two footnotes, a title page, a table of contents, and a bibliography;

5. type a report in display arrangement;

6. type a personal business letter in block or modified block style using open or mixed punctuation;

7. type the address and return address on a small envelope according to current postal specifications; and fold and insert a typed letter into the envelope following prescribed steps;

8. type material in correct outline form;

9. prepare a carbon copy of a letter, a memorandum, or a report;

10. demonstrate knowledge of correct erasing techniques on a short answer test;

11. type a final copy from rough draft material, making corrections as indicated by proofreading symbols;

12. compose a short paragraph at the typewriter; and

13. type a three-minute timed writing (syllabic intensity 1.30) at a minimum speed of 20 gross words a minute with five or less errors.

VI. COURSE CONTENT

A. Equipment and Supplies
   1. Basic needs
      a. Typing desk for each pupil; 20" x 40"; adjustable in height
      b. Typewriters—manual or electric
      c. Chairs with bookracks; appropriate for typing posture
      d. Textbooks and drill books
      e. Paper, plain or letterhead; copy paper, carbon paper; small and large envelopes; stencils, masters, correcting materials; typewriter erasers; post cards; workbooks (optional)
      f. Demonstration stand and typewriter
      g. Stop watch
      h. Interval timer with bell
      i. Posture, letter placement, and keyboard wall charts

VI. COURSE CONTENT, Continued

2. Supplementary needs
   a. Copy holders
   b. Overhead projector, screen, and transparencies
   c. Filmstrip projector, screen, and typing filmstrips
   d. EDL Skill Builder and typing filmstrips
   e. Analyzers and/or pacers
   f. Learning activity packages
   g. Listening stations
   h. Video playback units, monitors, VTR tables, and typing videotapes
   i. Tape recorder and/or individual cassette playback units and recorded typing instructions
   j. Record player and rhythm records
   k. Mobile AV tables

B. Pre-Typing Activities—Same as E-Z Way to Type

C. Postal Cards and Post Cards
   1. Address side
   2. Message side
   3. Space-saving options

D. Manuscripts
   1. Top, bottom, and side margins for topbound and sidebound
   2. Visual guide (backing sheet)
   3. Page numbering
   4. Proper spacing before and after headings
   5. Superior numbers
   6. Footnotes
   7. Long quotations
   8. Cover page
   9. Contents page
   10. Bibliography
   11. How to staple or insert into a report folder

E. Reports, Memorandums, and Announcements
   1. Vertical placement
   2. Horizontal placement
   3. Paragraph enumeration
   4. Hanging enumeration
   5. Types of reports
      a. Poems
      b. Book reports
      c. Term papers
      d. Library reports
      e. Minutes of meetings
      f. Agenda
      g. One-page
      h. Two-page
      i. Report forms
         (1) Insertion
         (2) Alignment

VI. COURSE CONTENT, Continued

6. Memorandums
   a. Headings
   b. From unarranged copy
   c. Full-page
7. Announcements and scripts
   a. Printed announcements
   b. Scripts
      (1) For oral announcements
      (2) For plays or skits
      (3) For media production
8. Minutes of Meetings
   a. Report form
   b. Outline form

F. Personal Business Letters
1. Letter parts
2. Letter styles
3. a. Full block
   b. Block (or modified block)
   c. Semiblock (or modified block with paragraph indentions)
3. Punctuation styles
   a. Open
   b. Mixed
4. Letter placement table
   a. Short
   b. Average
   c. Long
5. Letterhead paper
6. Plain paper—return address

G. Envelopes
1. Envelope sizes
   a. Standard small
   b. Standard large
2. Return address
3. Envelope address
4. ZIP code and state abbreviations
5. Mail service notations
6. On-arrival directions
7. Folding a letter for insertion into a small envelope
8. Folding a letter for insertion into a large envelope

H. Outlines
1. Use of tab stops for sub-steps
2. Use of margin release to keep roman numerals aligned

I. Error Corrections
1. Erasing techniques
2. Use of correction tape and fluid
3. Spreading and crowding
4. Realignment

VI. COURSE CONTENT, Continued

J. Carbon Copies
   1. Carbon pack assembly
      a. Plain paper
      b. Personalized letterhead
      c. Printed forms
   2. Insertion into typewriter
   3. Error corrections on original and carbon copies

K. Rough Drafts
   1. Proofreading symbols
   2. Typing from rough draft and correcting as indicated

L. Composition at the Typewriter
   1. Teacher-suggested topics
   2. Original topics

M. Timed Writings
   1. 1-, 3-, and 5-minute timed writings
   2. Speed drills
   3. Accuracy drills
   4. Copy of varying [illegible]abic intensity

N. Maintenance of the Typewriter
   1. Proper use of operative parts
   2. End-of-class procedure
   3. Change of ribbon

VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES

A. Warm-Up Drills

Purpose—to loosen the finger muscles, review previous lessons, and encourage students to begin work as soon as class begins.

| TYPE OF DRILL | PROCEDURE |
|---|---|
| Conditioning Practice (or Warmup Preview) | Use conditioning practices (or warmup previews) that are included in most typing textbooks. The page and section number are placed on the chalkboard, and students are instructed to begin typing as soon as the class begins. The teacher may use the time to check attendance or handle other duties. These drills may be used strictly for warmup, or they may be graded for either speed or accuracy. |
| Alphabetic Sentences | Use either timed or untimed typing of sentences which contain all the letters of the alphabet. |

VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES, Continued

| TYPE OF DRILL | PROCEDURE |
|---|---|
| Experts' Rhythm Drill | Explain and demonstrate the drill; have students type it for one or two minutes. EXAMPLE: a;sldkfjghfjdksla; sldkfjghfjdksla; etc. |

B. Speed Drills

Purpose—to help students increase their typing speed.

| TYPE OF DRILL | PROCEDURE |
|---|---|
| Accuracy Sprints | Give three half-minute timings on alphabetic lines. Students try to keep within 3 errors on the first line, 2 errors on the second line, and 1 error on the third line. |
| Speed Goals | Four paragraphs of varying syllabic intensity are provided—the first, very easy; the second, easy; the third, normal; and the fourth, fairly difficult. Students set goals about 5 words a minute above their best 3- or 5-minute speeds. Half-minute timings are given, and the students must remain on the first paragraph until they reach their goals on it; then go on to the second paragraph, etc. |
| 12-Second Sprints | Give four 12-second timings on normal sentences. Students type as rapidly as they can without error (only perfect copies count). Because 12 seconds is 1/5 of a minute, each stroke (which is 1/5 of a word) counts as a word per minute. The results will be astounding, and should prove to be an excellent motivational device. |

C. Problems

Purpose—to help students develop the ability to type memorandums, post cards, announcements, manuscripts, reports, minutes of meetings, personal business letters, envelopes, and outlines.

VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES, Continued

| TYPE OF ACTIVITY | PROCEDURE |
|---|---|
| Memorandums | Provide students with printed memorandum forms. Teach proper alignment with printed guide words. Teach students to type memorandums without printed forms. Give an occasional 5-minute timing on production of memorandums. |
| Postal Cards and Post Cards | Provide students with genuine or duplicated postal cards and post cards. Teach how to type address and message sides. Present space-saving options, such as omitting complimentary closing, reference initials, and space between paragraphs. |
| Announcements | Students should learn how to center material vertically on both a full sheet and a half sheet of paper. Set a tab at center to facilitate centering each line horizontally. |
| Manuscripts | Proper manuscript form is an important skill in typing for personal and vocational use. Provide the students with a page line guide or teach them how to make one. Most textbooks contain one or more manuscripts with footnotes. When students have completed the typing of the manuscripts, teach the proper method of stapling or putting into report folders. The learning activity package 11S-MP-32 should be used (see Resources for Students). |
| Reports | Teach various methods of typing short reports, such as paragraph enumeration, hanging enumeration, and announcement script. Give an occasional 3- or 4-minute timing on production of reports. |
| Minutes of Meetings | Students should be able to type minutes when called upon to do so. Report or manuscript form and outline form are both acceptable methods of setting up the minutes of a meeting. Actual writing and typing of minutes of a church group or school club would be beneficial. |

VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES, Continued

| TYPE OF ACTIVITY | PROCEDURE |
|---|---|
| Personal Business Letters | Provide students with letterhead paper (with personal or civic organization address) or have them indicate the depth of a letterhead by typing underscores from margin to margin on line 9 of a plain sheet of paper. Skill building could include frequent 1-minute timings on opening and closing lines of letters and 5-minute timings on entire letters. |
| Envelopes | Provide students with standard small and standard large envelopes or paper cut to size, or have students draw envelopes to proper size (the typewriter can be used for this). Demonstrate proper methods of folding letters to insert into each size envelope. |
| Outlines | Set tab stops for the number of sub-steps needed. Use the margin release key and backspace to keep roman numerals aligned. |

D. Error Correction

Purpose—to help students make neat corrections of typographical errors. This activity should be limited after students have mastered the techniques. Greater skill is attained if students spend more time in typing and recognize errors by pencil marks in post-typing proofreading.

| TYPE OF ACTIVITY | PROCEDURE |
|---|---|
| Use of Typewriter Eraser | Provide students with typing erasers, or have them bring their own erasers to class. Demonstrate correct methods of erasing, then have students practice. |
| Use of Correction Tape and Fluid | Provide students with correction tape and fluid, or have them bring their own to class. Demonstrate correct techniques, then have students practice. |

E. Composition at the Typewriter

Purpose—to help students develop the ability to think and type at the same time without having to write in longhand before typing.

| TYPE OF ACTIVITY | PROCEDURE |
|---|---|
| Complete Sentences | Instruct students to type complete sentences in answer to questions you ask. EXAMPLE: What course do you have before (after) this period? |
| Letters | Provide the students with a set of circumstances and have them compose a letter. EXAMPLE: Write a university to request an application form and catalog. |
| Description | Instruct students to compose as they type a brief description of some event, character, or place. This activity may be expanded to include a report or manuscript. |

F. Special Activities

At various times during the course, the teacher may need to use some special activities to avoid monotony and increase interest. Some activities are listed below.

| TYPE OF ACTIVITY | PROCEDURE |
|---|---|
| Speed Bulletin Boards | Use the bulletin board to stimulate interest in attaining a higher speed with fewer errors. A symbol such as a kite, car, goldfish, etc., is put on the bulletin board with the student's name written on it. As the student's speed on 3-minute timed writings increases, the symbol is moved to a higher level on the bulletin board. A maximum number of errors, such as 5, should be allowed. |
| Dictation for Improved Concentration | Dictate a complete sentence. After you have finished dictating the entire sentence, have the students type it from memory. |
| Song Titles | List on the chalkboard or distribute duplicated sheets of current song titles which have the words mixed up. Allow a definite amount of time, such as 3 or 4 minutes, for the students to unscramble and type the song titles. |

VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES, Continued

| TYPE OF ACTIVITY | PROCEDURE |
|---|---|
| Art Typing | Use typewriter mystery games, which are available commercially. |
| Personal Typing Day | Give the students a day to type material for personal use—such as personal letters or material for another class. |
| Typewriter Games | Use games, such as a stock car race, to increase speed and accuracy. In the stock car race, drill lines are given which the student must type without error in order to advance his "car." Hazards are located on the track, and the student must type lines with figures and symbols in order to get out of a hazard. The first student to go around the track wins. |
| Use Alphabet | Give the students a definite amount of time, such as 4 or 5 minutes, in which to type a list of city names. Each city must start with a different letter of the alphabet, and must be in alphabetical order. EXAMPLE: Atlanta, Birmingham, Chicago, Detroit, etc. |

VIII. EVALUATIVE INSTRUMENTS

A. Tests

Refer to the Appendix for sample test items.

| TYPE | PURPOSE |
|---|---|
| Objective Tests | To check the student's understanding of topics and basic information essential to the understanding and successful completion of a unit. |
| Daily Typing Assignments | To determine if the student is doing the work and understands what is being done. Rather than grade an entire assignment, the teacher could evaluate only the items that should have been learned in a particular assignment. |

VIII. EVALUATIVE INSTRUMENTS, Continued

| TYPE | PURPOSE |
|---|---|
| Budget Assignments | To evaluate the success of an entire week or unit of work. This method has an advantage only if the students know (in advance) the performance objectives for the unit of work. |
| Warm-Up Drills | To evaluate posture, techniques, and work attitudes. The teacher could evaluate a different student each day using the Suggested Check Sheet for Evaluating Techniques found in the Appendix of this course. |
| Final Test | To evaluate the success of the student in meeting all of the performance objectives for this course of study. (See Course of Study Performance Objectives, Section V.) |

B. Testing Intervals

Testing can be done throughout the quinmester, but it is suggested that most of the class time should be spent in actual typing of problems.

1. A pretest should be administered at the beginning of the course to determine individual placement within the course or if any students have already met the objectives of the course.

   The pretest should contain a three-minute timed writing (syllabic intensity of 1.3) and should measure the attainment of this and the previous courses of study. A maximum amount of time should be allowed for completion of problems; and the teacher should not supply any aid during the testing period.

2. At least one interim test should be given during the course. The interim test should measure the objectives covered in a unit or units of work. Since students will vary in their individual progress, several parallel interim tests should be constructed by the teacher.

3. The final test should be administered during the last week of the quinmester. It should be parallel to the pretest (see Course of Study Performance Objectives) and should therefore determine if the student has met the minimum objectives of this course.

## IX. RESOURCES FOR STUDENTS

### A. Textbooks

One or more of the state adopted typewriting textbooks.

Altholz, Gertrude. Modern Typewriting Practice, 3rd ed. New York: Pitman Publishing Corporation, 1962.

Ligouri, Frank E. Basic Typewriter Operations—Principles and Problems. Cincinnati: South-Western Publishing Co., 1971.

Richardson, Nina K. Type with One Hand, 2nd ed. Cincinnati: South-Western Publishing Co., 1971.

Stokes, Paul A. Today's Typing, 5th ed. Bethesda, Md.: Global Publishing Co., Inc., 1968. (paperback)

### B. Drill Books, Workbooks, and Practice Sets (Refer to catalogs for current issues.)

One or more of the workbooks that are correlated with the student textbooks are available from the respective publishing companies.

Brendel, Leroy A., and Near, Doris. Punctuation Drills and Exercises. New York: Gregg Division of McGraw-Hill Book Co., 1970.

———— Spelling Drills and Exercises. New York: Gregg Division of McGraw-Hill Book Co., 1964.

Brendel, Leroy and Leffingwell, Elsie L. English Usage Drills and Exercises. New York: Gregg Division of McGraw-Hill Book Co., 1968.

Ferguson, Margaret Ann and Nalepa, Barbara H. Basic Gregg Typing 1—Machine Controls (text-workbook). New York: Gregg Division of McGraw-Hill Book Co., 1969.

———— Basic Gregg Typing 2—Foundations of Production (text-workbook). New York: Gregg Division of McGraw-Hill Book Co., 1971.

Fries, Albert C. Timed Writings About Careers. Cincinnati: South-Western Publishing Co., 1963.

Grubbs, Robert L. and Weaver, David H. Typing Improvement Practice, either electric or manual edition. New York: Gregg Division of McGraw-Hill Book Co., 1972. (May be used with Gregg pacesetter.)

Grubbs, Robert L. and White, James L. Sustained Timed Writings, 3rd ed. New York: Gregg Division of McGraw-Hill Book Co., 1971.

IX. RESOURCES FOR STUDENTS, Continued

B. Drill Books, Workbooks, and Practice Sets, Continued


Hansen, Beatrice E. Progressive Typing Speed Practice, 3rd ed. New York: Gregg Division of McGraw-Hill Book Co., 1968.

Levine, Nathan. Typing for Everyone. New York: Arco Publishing Co., Inc., 1971. (35 lessons)

Lloyd, Alan C.; Rowe, John L.; and Winger, Fred E. Typing Power Drills, 2nd ed. New York: Gregg Division of McGraw-Hill Book Co., 1965.

Nanassy, Louis C. and Krevolin, Nathan. Timed Writings for Teen-Agers. New York: Pitman Publishing Corporation, 1963. (Primarily for junior high students)

Palmer, Harold O. and Agnew, Allen M. Triple-Controlled Timed Writings. Cincinnati: South-Western Publishing Co., 1970.

Pemberton, Archer. Typing Skill Drives. Portland: Allied Publishers, Inc., 1958.

Rowe, John L. and Etier, Faborn. Typewriting Drills for Speed and Accuracy, 3rd ed. New York: Gregg Division of McGraw-Hill Book Co., 1966.

Short Course for the IBM Selectric Typewriter. International Business Machines Corp., 1968.

Thompson, James M. Typewriting Timed Writings with Selected Drills, 3rd ed. Cincinnati: South-Western Publishing Co., 1968.

Wanous, S. J. Statistical Typing with Tabulation Problems, 2nd ed. Cincinnati: South-Western Publishing Co., 1956.

Winger, Fred E. and Weaver, David H. Gregg Tailored Timings (electric or manual editions). New York: Gregg Division of McGraw-Hill Book Co., 1971. (May be used with Gregg pacesetter.)


C. Reference Manuals (in addition to dictionaries and encyclopedias)


Abbreviations for Use with ZIP Codes. United States Postal Service, Washington, D. C., 1967.

Dougherty, Margaret M.; Fitzgerald, Julia H.; and Bolander, Donald O. Instant Spelling Dictionary, 3rd ed. Mundelein, Illinois: Career Institute, 1967.

IX. RESOURCES FOR STUDENTS, Continued

C. Reference Manuals, Continued

Gavin, Ruth E. and Sabin, William A. Reference Manual for Stenographers and Typists, 4th ed. Gregg Division of McGraw-Hill Book Co., 1970.

Guide for Typing Term Papers and Reports, A. (11 pp.—75¢; No. T-4) Teaching Aids Incorporated, Post Office Box 3527, Long Beach, CA 90803.

House, Clifford R. and Koebele, Apollonia M. Reference Manual for Office Personnel, 5th ed. Cincinnati: South-Western Publishing Co., 1970.

House, Clifford R. and Skurow, Samuel. Typewriting Style Manual. (correlated with 20th Century Typewriting, 9th ed.) Cincinnati: South-Western Publishing Co., 1968.

How to Spell It. Sperry Rand Corporation, 1340 West Flagler Street, Miami, Florida, 1967.

Leslie, Louis A. 20,000 Words, 6th ed. New York: Gregg Division of McGraw-Hill Book Co., 1971.

Silverthorn, J. E. and Perry, Devern J. Word Division Manual, 2nd ed. Cincinnati: South-Western Publishing Co., 1970.

Tips to Typists. Smith-Corona, 3850 Biscayne Boulevard, Miami, 1967.

25 Typing Shortcuts. Sperry Rand Corporation, 1340 West Flagler Street, Miami, 1967.

D. Learning Activity Packages

Thirty-two Touch Typing media packages are available from Textbook Services of Dade County Public Schools (1971). The following packages are appropriate for this course. The first 25 should be used primarily for review purposes when individual weaknesses are diagnosed.

| | |
|---|---|
| 11S-MP-1 | PREPARING TO TYPE |
| 11S-MP-2 | E, H, LEFT SHIFT |
| 11S-MP-3 | I, T, PERIOD |
| 11S-MP-4 | REINFORCEMENT |
| 11S-MP-5 | U, C, RIGHT SHIFT |
| 11S-MP-6 | R, O, Z |
| 11S-MP-7 | G, N, W |
| 11S-MP-8 | REINFORCEMENT AND BASIC TABULATION |
| 11S-MP-9 | P, V, COMMA |
| 11S-MP-10 | Q, M, X |
| 11S-MP-11 | V, B, QUESTION MARK |

IX. RESOURCES FOR STUDENTS, Continued

D. Learning Activity Packages, Continued

| | |
|---|---|
| 11S-MP-12 | 8 AND 1 |
| 11S-MP-13 | APOSTROPHE, EXCLAMATION POINT, 4 |
| 11S-MP-14 | 2, 7, DOLLAR SIGN |
| 11S-MP-15 | QUOTATION MARKS, 6, AMPERSAND |
| 11S-MP-16 | UNDERSCORE, 3, 9 |
| 11S-MP-17 | NUMBER OR POUND SIGN, LEFT PARENTHESIS, AND ZERO |
| 11S-MP-18 | FIVE, RIGHT PARENTHESIS, HYPHEN |
| 11S-MP-19 | PERCENT, ASTERISK, DIAGONAL |
| 11S-MP-20 | COLON, ONE-HALF, CENT |
| 11S-MP-21 | ONE-FOURTH, @, REVIEW |
| 11S-MP-22 | HORIZONTAL AND VERTICAL CENTERING |
| 11S-MP-23 | PAGE LINE GAUGE |
| 11S-MP-24 | WORD DIVISION |
| 11S-MP-25 | VARIATIONS IN CENTERING |
| 11S-MP-26 | PARTS OF LETTERS |
| 11S-MP-27 | CARBON COPIES AND SMALL ENVELOPES |
| 11S-MP-28 | PROOFREADERS' MARKS |
| 11S-MP-29 | TABULATION WITH MAIN AND SECONDARY HEADINGS |
| 11S-MP-30 | TABULATION WITH COLUMNAR HEADINGS |
| 11S-MP-31 | OUTLINES |
| 11S-MP-32 | MANUSCRIPTS |

E. Videotapes

Videotapes (one-half hour each) correlated with the above learning packages are available from the Department of Media Services, Dade County Public Schools (1971).

F. Audiotapes (reel-to-reel and cassette) and Records

Classroom teachers should prepare additional tapes to assist individual students.

Both South-Western Publishing Company and Gregg Division of McGraw-Hill Book Company have sets of audiotapes that are correlated with their textbooks. Refer to their catalogs.

Class National Publishers, Inc., has 74 tapes that teach the entire first year of typewriting (148 lessons); 5-inch reels or cassettes. Stock #116700, $662.30; first semester only, $368.15. 3825 Bunker Hill Road, Brentwood, MD 20722.

Musical Typing. Set 99, 20-50 wpm. New York: Dictation Disc Co.

Musical Typing Records (swing arrangements), 20 to 50 wpm; four 45-rpm records, $4.60 (Set 99). Teaching Aids Incorporated, Post Office Box 3527, Long Beach, CA 90803.

IX. RESOURCES FOR STUDENTS, Continued

F. Audiotapes (reel-to-reel and cassette) and Records, Continued

Records for Gregg Typing, 191 Series—Keyboard Drills and Exercises. Boxes 1-4 (each has 5 records), $24 each; complete set with filmstrip guide, $86.50. New York: Gregg Division of McGraw-Hill Book Company.

Rhythm Set, 16-60 Series; 33 1/3 rpm. Set 1 (6 records), $28; Set 2 (6 records), $28; complete set, $51. New York: Gregg Division of McGraw-Hill Book Co.

Typing Improvement Tapes (reels or cassettes). Ten 15-minute lessons for teachers or advanced students. Set No. T-47, $22.50. Tape 1—Knowing Your Typewriter, Parts I and II; tape 2—Improving Typing Technique, and Plan Your Work; tape 3—Work Your Plan, Parts I and II; tape 4—Tricks of Typing, and Stencil Cutting; tape 5—Correcting Mistakes, and Typewriter Care. Teaching Aids Incorporated, Post Office Box 3527, Long Beach, CA 90803.

Wood, Merle. Tapes for Timed Writings. Instructions and intervals are recorded. Each tape is $10 or complete set, $40. Western Tape, Box 69, 2273 Old Middlefield Way, Mountain View, CA 94040.

Tape 1—36 one-minute timings
Tape 2—22 two-minute timings
Tape 3—16 three-minute timings
Tape 4—10 five-minute timings
Tape 5—1, 2, and 3-minute timings

X. RESOURCES FOR TEACHERS

A. Books

Teacher's editions, manuals, test booklets, and/or solutions for most of the books listed in Student Resources are available from the publishers.

Clem, Jane E. Techniques of Teaching Typewriting, 2nd ed. New York: Gregg Division of McGraw-Hill Book Co., 1955. Ch. 12 and 13.

Crawford, Thomas James. The Effect of Emphasizing Production Typewriting Contrasted with Speed Typewriting in Developing Production Typewriting Ability. Monograph 97. Cincinnati: South-Western Publishing Co., 1960.

Douglas, Lloyd V.; Blanford, James T.; and Anderson, Ruth I. Teaching Business Subjects, 5th ed. Englewood Cliffs: Prentice-Hall, Inc., 1958.

X. RESOURCES FOR TEACHERS, Continued

A. Books, Continued

Guide to Business Education in Florida Schools, A—Bulletin 72. Tallahassee: State Department of Education, 1967.

Krevolin, Nathan. Art Typing, revised ed. New York: Pitman Publishing Corporation, 1965.

Lamb, Marion M. Your First Year of Teaching Typewriting, 2nd ed. Cincinnati: South-Western Publishing Co., 1959.

Liguori, Frank E. Basic Typewriting Operations—Principles and Problems. Cincinnati: South-Western Publishing Co., 1965.

Robinson, Jerry W. Practices and Preferences in Teaching Typewriting. Cincinnati: South-Western Publishing Co., 1969.

Russon, Allien R. and Wanous, S. J. Philosophy and Psychology of Teaching Typewriting, 2nd ed. Cincinnati: South-Western Publishing Co., 1972.

West, Leonard J. Acquisition of Typewriting Skills. New York: Pitman Publishing Corp., 1969.

White, Jane F. and Shank, Bruce C. Teaching Typewriting. Portland: J. Weston Walch, 1964.

B. Periodicals

Balance Sheet, The. Cincinnati: South-Western Publishing Co. Monthly, October through May.

Business Education Forum. Washington, D. C.: National Business Education Association. Published monthly, October through May.

Business Education World. New York: Gregg Division of McGraw-Hill Book Co. Five publishings each school year.

Journal of Business Education. East Stroudsburg, Pa.: Robert C. Trethaway. Monthly, October through May.

Typewriting News. Cincinnati: South-Western Publishing Co. Semi-annual.

C. Learning Activity Packages

A teacher package with cues, evaluating instruments, and solutions to accompany the student packages is available from Textbook Services, Dade County Public Schools.

X. RESOURCES FOR TEACHERS, Continued

D. Tests

Commercially prepared tests correlated with textbooks are available from most publishers.

Typewriting Tests. Two sets (W-1 and W-2) of 12 timed writings each (30 copies of each writing). Average syllabic intensity is 1.5—from easy to difficult. Teaching Aids Incorporated, Post Office Box 3527, Long Beach, CA 90803.

Typing Production Test Booklets. (20 tests; 40¢). New York: Gregg Division of McGraw-Hill Book Company.

E. Transparencies

Callahan, Lois A. Keys to Typewriting. Color. Alphabetic and numeric keyboard; 5-10 days of beginning or refresher course; total $54.50. Western Tape, Box 69, 2273 Old Middlefield Way, Mountain View, CA 94040.

Erickson, Lawrence. Hand Positions, Set No. T-A ($10). Teaching Aids Incorporated, Post Office Box 3527, Long Beach, CA 90803.

Gregg Typing Transparency Library Requires Flipatran viewer stage—$7.25. Total, $373. New York: Gregg Division of McGraw-Hill Book Co.

| | |
|---|---|
| Volume 1, Keyboard (Alphabet) | $ 57.50 |
| Volume 2, Keyboard (Numbers and Symbols) | 57.50 |
| Volume 3, Tabulations | 57.50 |
| Volume 4, Forms | 57.50 |
| Volume 5, Manuscripts and Reports | 57.50 |
| Volume 6, Correspondence (2 books) | 105.00 |

Transparencies. Machine Manipulation (25 visuals), Learning the Keyboard (25 visuals), Basic Typewriting Operations (25 visuals), and Special Applications (25 visuals), with plastic adapter and teacher's manual. Cincinnati: South-Western Publishing Co. (Split-stick mounted, $153.75; spring mounted with wall racks, $275.)

Typing Fundamentals (20 visuals) Includes letter styles and forms and proofreading. Color. Enfield's, 3M Business Systems, 4000 N. W. 30 Avenue, Miami, Florida (633-1551).

Typing Production (20 visuals) Promotes efficiency and productivity. Color. Enfield's, 3M Business Systems, 4000 N. W. 30 Avenue, Miami, Florida (633-1551).

X. RESOURCES FOR TEACHERS, Continued

E. Transparencies, Continued

Western Publishing Educational Services, 1220 Mound Avenue, Racine, WI 53404, has an assortment of typewriting transparencies including the following:

J8-779 through J8-788—Various types of letters w/overlays
J8-789 through J8-791—Types of punctuation in letters, with overlays
J8-793 and J8-794—Folding for large and small envelopes, with overlays
J8-796 through J8-817—Business forms, tabulations, and manuscripts, with overlays

F. Charts and Posters

Business Teachers Guide, Poster Visual Aids, Dept. W., P. O. Box 114, Conway, NC 03818:

Typing Do's and Duds
Typing Habits, Ugh!
Personality, Ugh!

Eraser Company, Inc., 701 East Washington Street, Syracuse, NY 10013, has a bulletin board chart on all types of envelopes.

Picture Posters and Wall Charts for Gregg Typing. New York: Gregg Division of McGraw-Hill Book Co.

Combination wall chart and projection screen ($24.50)
Letter-style series—6 posters ($24.50)
Personal-Use series—6 posters ($24.50)

Teaching Aids Incorporated, Post Office Box 3527, Long Beach, CA 90803.

Two-color charts:

Set No. T-1, $20, 5 letter style charts, 25 by 38 inches; includes folding of letter and typing of envelope
Set No. T-2, $15, 5 behavior-pattern cartoons, 19 by 25 inches
Set No. T-4, $15, 5 technique cartoons, 19 by 25 inches
Set No. T-5, $12, 2 manuscript guide charts, 19 by 50 inches; title page, table of contents, 3-page manuscript with footnotes, bibliography
Set No. T-6, $6, one hand-position chart, 25 by 38 inches; several sketches
Set No. T-7, $5, keyboard chart for manual typewriter, 25 by 38 inches
Set No. T-8, $5, IBM Selectric keyboard with simulated key-punch, 25 by 38 inches (can be adapted for any electric keyboard)

Typewriting Keyboard Chart. Cincinnati: South-Western Publishing Co. ($12.75)

X. RESOURCES FOR TEACHERS, Continued

C. Films and Filmstrips

Gregg Division of McGraw-Hill Book Co.:

Filmstrips for Gregg Typing (EDL) by Reiter and Lloyd—
Keyboard Reinforcement Set, $35
Manual Typewriter Skill Development Set, $35
Electric Typewriter Skill Development Set, $35
EDL Typing Keyboard Introduction, $35
EDL Typing Skill Development, $87

Gregg Typewriting Series
Set No. 1, set of 6 sound filmstrips and 3 records, $65; How Typing is Learned—and Why; Getting the Typewriter Ready, Parts 1 and 2; Better Posture; Better Typing; Fundamental Typing Habits; Remedial Typing Techniques.
Set No. 2, set of 8 filmstrips and 4 records, $112; Basic Tabulation Typing, Basic Manuscript Typing, Basic Letter Typing—Parts 1 and 2, Basic Forms Typing, Basic Display Typing (Principles and Patterns, Methods and Shortcuts—Parts 1 and 2).
From: School Equipment Distributors, 319 Monroe Street, Montgomery, AL 36104.

IBM Selectric, The. 16mm, 8 min., color, sound. Instructional Materials Catalog, Dade County Schools, No. 1-05496.

Right at the Typewriter. 16mm, 24 minutes, black/white, sound. Instructional Materials Catalog, Dade County Schools, No. 1-31383.

Right Touch. 16 mm, 18 minutes, color, sound. Instructional Materials Catalog, Dade County Schools, No. 1-13131.

Sterling Educational Films, Inc., 241 East 34 Street, New York, New York 10016, has:

Remedial Typing, 16mm, 11 minutes, 1968.
Typing Techniques (1), 16 mm, 12 minutes, color, 1968. Includes corrections, carbon copies, envelopes, realignment.
Typing Techniques (2), 16mm, 12 minutes, color, 1968. Includes use of electric typewriter, space bar and tab bar, setting margins, the bell, and other manipulative parts; numbers.

H. Bulletin Boards

Bulletin Board Ideas—Typewriting (1961) and Bulletin Board Ideas for Business Classes, 1965 (also through 1970) Supplement. Delta Pi Epsilon, University of Northern Colorado, Greeley, Colorado. ($1.50 each)

X. RESOURCES FOR TEACHERS, Continued

H. Bulletin Boards, Continued

Dewar, Thadys J. and White, Jane F. 200 Visual Teaching Ideas, Portland: J. Weston Walch, 1961.

I. Other Aids

Artistic Typing Headquarters, 4006 Carlisle Avenue, Baltimore, MD 21216, has Typewriter Mystery Games, Art Typing, and Deal-a-Grade.

Proofreading Exercises. Holyoke, Massachusetts: National Blank Book Company.

Proofreading Exercises. New York: Lever Brothers Company.

Teaching-learning aids that are available from South-Western Publishing Company and Gregg Division of McGraw-Hill Book Company:

Certificates of credit and proficiency
Award pins and charms
Progress charts
Rolls of honor

# APPENDIX

## TOUCH TYPING

### SUGGESTED CHECK SHEET FOR EVALUATING TECHNIQUES

NAME _____ LESSON(S)_____ DATE_____

| | EXCELLENT (4) | GOOD (3) | AVERAGE (2) | BELOW AVE. (1) | POOR (0) | SCORE |
|---|---|---|---|---|---|---|
| 1. POSITION AT THE TYPEWRITER (5) | | | | | | |
| a. Comfortable, relaxed position directly in front of typewriter | | | | | | |
| b. Feet on floor | | | | | | |
| c. Elbows relaxed | | | | | | |
| d. Curved fingers | | | | | | |
| e. Wrists low and relaxed, but free from typewriter contact | | | | | | |
| 2. CONDITION OF WORK AREA (5) | | | | | | |
| a. Paper at left | | | | | | |
| b. Typewriter positioned correctly | | | | | | |
| c. Book at reading angle, on right side | | | | | | |
| d. Unneeded items removed | | | | | | |
| e. Neatness of surrounding area | | | | | | |
| 3. INSERTING AND REMOVING PAPER (5) | | | | | | |
| a. Adjustment of paper bail | | | | | | |
| b. Operation of the pape. bail | | | | | | |
| c. Holding of paper for insertion | | | | | | |
| d. Twirling of cylinder knob | | | | | | |
| e. Use of release lever for adjustmant and removal | | | | | | |
| 4. KEY STROKE (5) | | | | | | |
| a. Finger action | | | | | | |
| b. Snap stroke | | | | | | |
| c. Hands, wrists, and arms relaxed | | | | | | |
| d. Uniform stroking | | | | | | |
| e. Proper finger use | | | | | | |
| 5. SPACE-BAR ACTION (4) | | | | | | |
| a. Right thumb curved close to bar | | | | | | |
| b. Bar struck properly | | | | | | |
| c. Bar released instantly | | | | | | |
| d. No pauses | | | | | | |
| 6. SHIFT-KEY REACH (4) | | | | | | |
| a. Quick, little finger reach; other fingers in position | | | | | | |
| b. Shift down as key is struck | | | | | | |
| c. Shift released after key is struck | | | | | | |
| d. No pauses | | | | | | |
| 7. READING COPY (4) | | | | | | |
| a. Eyes on copy | | | | | | |
| *b. Fingers prepositioned in anticipating strokes | | | | | | |
| *c. Words typed at word level when possible | | | | | | |
| *d. Rhythm pattern fluent and continuous | | | | | | |
| 8. CARRIAGE RETURN (3) | | | | | | |
| a. Return quickly at end of lines | | | | | | |
| b. New lines started without pause | | | | | | |
| c. Eyes on copy | | | | | | |
| *9. CONTINUITY AND RHYTHM (4) | | | | | | |
| a. Carriage kept moving | | | | | | |
| b. One-hand words typed with finger action | | | | | | |
| c. Balanced-hand words typed at a word level | | | | | | |
| d. Smooth, fluent rhythm pattern which varies according to kind of copy being typed | | | | | | |
| *10. TABULATOR BAR (5) | | | | | | |
| a. Depressed firmly | | | | | | |
| b. Held down until carriage stops | | | | | | |
| c. Quick reach; fingers in position | | | | | | |
| d. No pauses | | | | | | |
| e. Eyes on copy | | | | | | |
| 11. RIGHT MIND SET (4) | | | | | | |
| a. Attention to technique cues | | | | | | |
| b. Effort made to improve | | | | | | |
| c. Alert, but relaxed | | | | | | |
| d. Practice with a purpose | | | | | | |
| | | | | | AVERAGE SCORE | |

*These items should not be used in the early stages of learning to type.

NOTE: Numbers in parentheses represent the number of items to be evaluated in each section.

SUGGESTED TEST ITEMS

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A. Centering Problem

Directions: Center this display on a full sheet of paper, double spaced; triple space after the heading.

SOME FAMOUS MUSICALS
The Music Man
Carousel
South Pacific
My Fair Lady
Song of Norway

B. Machine Parts

Directions: Insert the correct letter in the blank.

A. Carriage-release lever
B. Carriage return lever (or key)
C. Cylinder
D. Left cylinder knob
E. Left shift key
F. Line-space regulator
G. Margin set
H. Paper bail
I. Paper guide
J. Paper-release lever
K. Paper table
L. Ribbon-control lever
M. Right cylinder knob
N. Right shift key
O. Space bar
P. Tabulator bar (or key)
Q. Tabulator clear key
R. Tabulator set key

1. Which part is used to set the length of the line of writing? ____

2. Which part is used to adjust the typewriter for single, double, or triple spacing? ____

3. Which part guides the left edge of the paper as it is inserted into the typewriter? ____

4. Which part is used to turn the cylinder by hand when the paper is inserted into the machine? ____

5. Which part is used in spacing up for a new line of writing? ____

6. Which part holds against the cylinder that part of the paper which is above the line of writing? ____

7. Which part permits the typist to move the carriage easily to any point on the scale? ____

8. Which part is used in indenting for paragraphs? ____

9. Which part is the rubber roller that is sometimes referred to as a platen? ____

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SUGGESTED TEST ITEMS, Continued

10. Which part is used to remove or straighten the paper? ____

C. Spacing

Directions: Insert the correct answer in the blank.

1. How many spaces are there in a horizontal inch of pica type? ____
2. How many spaces are there in a horizontal inch of elite type? ____
3. To center a line of 60 spaces, how many spaces to the left of the center of the paper should the left margin be set? ____
4. How many blank lines are there between two lines of single-spaced copy? ____
5. How many blank lines are there between two lines of double-spaced copy? ____
6. How many lines are there in a vertical inch? ____
7. How many times should you space after a comma? ____
8. How many times should you space after a period at the end of an abbreviation within a sentence? ____
9. How many times should you space after a colon? ____
10. How many times should you space after a period at the end of a sentence? ____

D. Display Report: Hanging Enumeration

Directions: Center the longest line to find the left margin; set a tab at 4 spaces; use single spacing and a full sheet of paper; center vertically. Make an exact copy.

INSTRUCTIONS FOR ASSEMBLY

1. Students are to report to their fourth period classes for attendance check, then proceed to the auditorium.
2. Students are to take textbooks and personal belongings with them; the assembly will last the entire period.
3. Please fill in all seats, starting from the front of the auditorium.

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4. At the end of the assembly, students will pass to their fifth period classes.

E. Outline in Rough Draft Form

Directions: Use single spacing. Triple-space between the main heading and the first division of the outline. Center the problem vertically on a full sheet of paper. Center the problem horizontally according to the longest line.

SOME CAREER OPPORTUNITIES

I. Secretarial

Courses to Take

1. Typing 1 and 2
2. Shorthand 1 and 2
3. Clerical Office Practice

B. Types of Jobs
1. Office clerk
2. Receptionist
3. Typist
4. Stenographer

5. Secretary

II. ACCOUNTING
A. Courses to Take
1. Record Keeping
2. Bookkeeping 1 and 2

B. Types of Jobs Available
1. Record Keeper
2. Assistant Bookkeeper
3. Bookkeeper